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ABSTRACT

The purpose of this study was to: (1) investigate some of the causes of lack of discipline in secondary schools in the Congo Republic according to teachers, students, and parents; (2) look into the effects that discipline problems have on the students' performances and their development as responsible citizens and (3) suggest or recommend measures that should be taken to minimize incidence of indiscipline within the educational system of the Congo. The historical background of education in the Congo is traced through the colonial and post-independence periods, and some of the anthropological reasons for relaxation of discipline in the schools are explored. Following a discussion on the purpose of the study, data collection and analysis techniques are described. A discussion is presented of the causes and consequences of indiscipline and its impact on the Congolese society. Some recommendations are set forth for improving the situation of indiscipline in the secondary schools. (JD)

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AN EXAMINATION OF INDISCIPLINE IN SECONDARY SCHOOLS IN THE CONGO

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Justin Bafoua

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JUSTIN BAFOUA:

AN EXAMINATION OF INDISCIPLINE
IN SECONDARY SCHOOLS
IN THE CONGO.

AFRO Project

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

AN EXAMINATION OF INDISCIPLINE IN SECONDARY SCHOOLS IN THE CONGO

BY

BAFOUA JUSTIN

SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING AND CURRICULUM DEVELOPMENT IN PARTIAL FUFILLMENT OF THE REQUIREMENTS FOR THE POST GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT

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While the researcher is grateful for the assistance he received the remaining errors that could be found in this short study are entirely his own.

The researcher

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CHAPTER I

INTRODUCTION: Historical background

The story of education as discussed in universities and by teachers has but revealed the deeds of the institution. It is no exageration to acknowledge how sometimes the same discussions have remained about its means, motivations and beginning which have most of the time been left to sociologists.

One may start by saying that "education for the most part, was in the hands of the father who usually taught his sons how to live. There was no separate or "formal" education advice on how to live. There was instead, an apprenticeship system of education. Capable or gifted boys were trained as scribes in the court school or in the schools of the various departments of goverrment. The basis of education was learning how to write through the copying of the hie roglyphic figures, and later the learning of the sounds: writing rather reading was the most important element of the scholars' training. The emphasis was placed on learning by limitation rather than through the acquiring of knowledge. Education was primarily vocational and of practical nature" (1). The African type of education as displayed in Chinua Achebe's "Things fall apart" is also consonant with the latter view of the quotation above.

EGYPTIAN AND GREEK HERITAGE

The path finder here without any doubt was the Egyptian mind concerned mostly with the practical matters and in areas such as arithmetic, geometry, mechanics, geography and medicine the Egyptians made amazing progress. It, we mean the Egyptians mind has influenced a lot Greek civilization.

In the study of the history and philosophy of education the Greeks have left the strongest impressions. It is in Greece that the origins of Western civilization are to be found. To the Greeks the Western world owes much in the development of art, architecture, literature, science, sports and education.

One can here recall "the Olympic Games which originated with the Greeks, give us another insight into their thinking and civilization. The games were not only feats of athletic skills; there were also contests held in poetry, drama and music. Interestingly enough, only wealthy, mature men participated in these games. The Geeks believed that only the affluent could enjoy life since this was the only group that had the time to prepare for the rigers of the games. Women were completely excluded from the contests" (1). We undoubtly here refer to this education the different aspects of which were already discussed by Plato in a few of his works: The Republic, the laws and the symposium.

Many educational problems such as who should go to school what is the responsibility of the government towards education, and who shall pay for education - problems that are thought of today as considerations of our present culture and time: all these were already discussed by Plato, not to neglet Aristotle whose educational theories are in many ways similar to those of Plato and expounded his "the Politics, Book VII and VIII.

We have only been talking about the original of education and one may here be willing to ask the question about its content.

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(1) William J Maxwell, Robert J Bernstein and Judith Bernstein "Manarch Review Notes in the Philosophy and history of education P.7.
Monarch press, inc.New York, NY 1963.

Plato's definition of education is that it is a process of moral training where the older generation would pass on to the next, the good habits of living and wisdom gathered in their experience. This education would begin informally at adolescence As to his system of education"the state should be responsible for the complete education and development of the child. Between the ages of 6 and 18 both boys and girls would be required to attend school. Two years of intensive military training would follow. The twenty year olds would then take a series of examinations and those that passed would continue their studies until the age of thirty. The students who failed the first series of examination would enter the soldier and worker class. The elite group, or those who passed their examinations would spend their next five years studying areas of pure abstraction. Subjects such as theory of knowledge, government, law, ethics and psychology were included in this area of pure abstraction. The group that failed the examination would find bureaucractic jobs in government service. The remaining elite group were called philosopher kings and they ruled the state. Plato's curriculum was based on the idea of concentrated study over a period of years which would lead toward a mature personality. The three major emphases were music, gymnastics and mathematics"(1).

Such is the excellent illustration of the earthly condition on which Greek civilization developed. Its connection with the Italian Renascence is obvious and it is significant enough that European history makes considerable use of this archetype of education. French, German and English scholars have successfully played their role in the reproduction of Greek values.

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(1) op. cit.Page 8.

WESTERN EDUCATION AND COLONISATION

We have all studied the transformation which had occurred in Europe these last centuries since the discocvery of America and the slavery system involved. As the result there has existeu the process of colonisation of the dark continent by European powers and its division into spheres of western domination. There is another aspect of this Western movement which needs to be considered in relation to this worild-wide trasformation. In coupland's terms for instance, the dark continent is the land of savagery and wildernese and there consequebtly follow efforts on the part of Western nations, to bring its inhabitants under the influence of their civilization. It was inevitable that"education" as means of formation of individuals should be awarded the mission of mental colonisation or serve as the justification of colonialism-Economic and political institutions of the colonies were moulded on those of the metropolitan power. So was education a way towards assimilation in French speaking colonies and our country, the Congo Republic which has been taken as the place of "our discussion." The aim is to create a good decide native. The native is a clean slate on which anything can be cribbled. He is sibjected to a constant barrage of hinta that Western culture is all male. France went further than Britain: she wanted to sribbled on the slate that all the black surface would be covered with the white chalk of French culture".(1).

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(1) Cosmo Pieterse and Donald Munro.
"Protest and conflict in Africa literature" page 56-57.
Heineman London 1969.

On the whole we should here primarily say that the moment "when nineteen century European Imperialism spread its influence over Africa, the continent was arbitrarily divided into spheres of political domination by metropolitan powers of Europe... The times of partition of Africa naturally affected the literature of the colonized Africans". Writers from English speaking territories initially copied Britain as a matter of course, just as those from French speaking territories imitated France in their turn. In this way the yearning for literary expression which African writers could only satisfy at great cost of effort, will and sacrifice, was hemmed in within the confines of the colonial system." (1)

Our approach to all this ought to be explained beforehand. We are not going to talk about this sentence alone." In this way, the yearning for literary expression which African writers could only satisfy at great cost and effort, will and and sacrifice, was hemmed in within the confines of the colonial system." (1)
We are going to include the educational system involved which is in other words, also hemmed in within the confines of the colonial system.

This is interesting because we are starting what seems to be the place where "the nature is a clean slate on which anything can be scribbled. He is subjected to a constant barrage of hints that western culture is all in all. France went further than Britain: she wanted to be scribbled on the slate that all the black surface would be covered with white chalk of French culture".

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(1) Cosmo Pieterse and Donald Munro. Protest and Conflict in African literature. Heinemann education books Ltd., London, 1969.

(1) op. cit. pg. 27

Frants Fanon also puts the same idea into a logical perspective when he writes the following lines:

"That the French language in particular is a language by which this whole system of what one might all racial snobbery-that is, an idea of hierarchy based on colour with the blackest at the bottom and the whitest as the top - projects itself upon the coloured man".(1).

The historical back ground of education in the Congo Republic has undergone a great evolution. We would like to say that the pre-colonial period which goes from 1843 to 1880 is the corncern of missionaries whose main target was the teaching of the Gospel, of the catechism. Those missionaries exclusively taught spoken French to facilitate their communication between their black adepts and during the same period, the colonial adminiadtration which went hand in hand with the church, only controlled private schools thus encouraging the missionaries'enterprise by constant financial help.

It is only from 1910 that a government education was organized in French-speaking central Africa. The programs insisted mainly on the teaching of the French language, the role of which we have seen in Frants Fanon's quotation, the learning of reading writing and arithmetic in elementary and secondary schools. The two types(private and government schools) functioned simultaneously until 1965 which is the year, after the country's independence in 1960, all schools became under the sole government control.

Our discussion of the school and aims and values during the colonial period must be followed by an examination of the focal point of all educational thought, the education or the learning process. More and more, the school is here looked to for providing guidance for the social, physical and emotional as well as the intellectual development of children. The two major areas of thought and practice concerning "process" in education are the fields of curriculum and methods which are concerned with the what and how of the learning process.

Obviously these questions are here directly related to the nature of value and knowledge. By studying the nature and development of curriculum and methods in French colonial education, we can see the final result of educational philosophy at the point where it assumes it greatest significance of assimilating the nature. We do not intend to say that the scope shuns the process of elaborating the individual's role as a citizen. Here the futures of the African and French as well as tied up with the same evolution of the Western world. But though both educations possess the same educational basis, the respective societies to which they belong tend to separate where "racism is primarily an economic phenomenon; and that it could conceive a society in which all the people at the top black - at the top in all the senses (I mean political, economic, social prestige)- and brown people in the middle, and the whites at the bottom; then you would get a complete reversal of the racial attitudes that we are so familiar with a carbon copy upside down"(1).

Yet, how we answer the question of the educative process and of its manifestations? For instance, the basic nature of the curriculum or "the traditional and most widely known concept of the curriculum defines it as a systematic organisation of the subject mater in specific courses of study."(2).

While such approach will obviously put special emphasis on unavoidable discipline. Such is where to focus our attention. Generalisation of the kind we have been making, especially the last ones about curriculum are of same importance but we have deliberately adopted this method in order to introduce the last and all-pervading role of discipline as a means to achieve the goal in mind, this last step mostly alludes to teachers and pupils as well because of their respective roles of conduct.

Our subject matter is only to insist on its unavoidable importance. The education of the period before independence came into being and lasted owing all to it. Consequently, it behoves us to say that the post independence educative process could bot do otherwise. One will witness here transformation unfortunately which pays no attention to the respect of teachers from the part of the pupils, which leads teachers to lack of respect for pupils as a consequence not to forget the self-explanation negative role absenteeism however rain comes. This is only an over simplification of what our new educative process is about.

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(1) Cosmo Pieterse and Donald Munro
"Protest and Conflict in African Literature"
Heinemann Educational Bokks Ltd. London 1969 P. 33

(2) William J. Marxwell, Robert Bernstein and Judith Berstein
"Monarch review Notes in the philosophy and history of educational P. 169.
Monarch press, inc New York, N.Y.1963.

For instance meanwhile, teachers had joined the ranks of politics, they being in a large part the only ones prepared for the tasks formally devoted to colonizers, in other words to the conduct of national affairs. The unavoidable consequence has thus come to be the decrease in the number of teachers unable to keep pace with the gradual increase of the school children population. No doubt, one will here acknowledge the reason for the creation of what we called "colleges populaires" in other words"Popular junior secondary schools" meant to try to fill the gap created by the above decrease in the number of teachers. The teachers of these "popular junior secondary schools" created everywhere also because of the lack of sufficient premisses, were either students or even high school pupils.

Yet how can one answer the question of achieving a good education by high schools pupils with teachers who are high school pupils themselves? This, we are afraid, is the reason for which the quality of education has decreased because in education no matter the aims are, success depends on the quality of teachers who are in charge of the programs. In reality the gap has not been filled and the quality of education has gradually decreased.

THE EDUCATION OF THE POST INDEPENDENCE PERIOD.

As the walls of the colonial regime were tumbling down, there took place what may be said to be a kind of both political and intellectual awakening in African minds. A process of re-organisation of things ensued and there started an immence revolution, transformation in education objectives meant to educate the African to the real needs of renascent Africa, needs which are different from those of the former Metropolitan powers. Here the government law n° 32/65 promulgated in August 1965, rendered school attendance compulsory and free for all children from the ages of 6 to 16 regardless of the pupils' origin, religion or sex. There consequently ensued the spreading of numerous elementary, secondary-schools even in the remotest areas of the country.

Further transformation within the new school system will give birth to the "people's school" in 1970 which we don't think translate very well "I'Ecole du Peuple" the aims of which are to introduce the pupils into the world of productive work and intellectual program as well. Tremendous sums of money have been devoted to this task each year for the building of premises, didactic material, pay and teachers training.

As aforesaid the success of colonial type of education owes much to the contents of programs, the curriculums and discipline on top of it all. We are here thinking of the observation that "I'Ecole du Peuple" and its predecessor after indenpendence can't do otherwise. If we may now fo on to our analysis of the new type of education involved, we observe that one is tempted to present what we have already said as an oversimplification of the whole process.

THE "PEOPLE'S SCHOOL"

Now, suppose we say that the political system involved also authorised the formation of pupils into a political body able to express their will in matters of education where the teachers' trade unions are unable to react. It is in a way, a very intricate plot with teachers and pupils as protagonists. It seems therefore legitimate enough to allude to the point where the lack of discipline comes in.

From very early times, man understood the importance and necessity of discipline. Nature itself is a disciplined world and one only needs to allude to the world of bees and their production of honey. In ancient Greece, as aforesaid, discipline was a part of education.

"The whole life of the individual all his activitiy, even his family and conjugal relations are submitted to the state and carefully regulated by it. Everything aims at the selection of the race, at the hardening of the individual, at the preparation of a study, souple, crafty soldier, ready for all hardships and all sacrifices, animated by the absolute discipline. Men and women remained submitted to the old who were the authorities of the city," (1).

Through this quotation, we can see that discipline was of paramount importance in this Greek society and it is this that made Sparta strong and a respectful and glorious city in the world. In our present society, we need discipline too. Without it, we cannot achieve many successess, make progress or prosper. That is why there are established laws in each country.

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(1) Pédagogie générale par les doctrines pédagogiques P.30 Librairie Delagrane. 15 rue Soufflot 15 Paris 1963. (Translated into English by the researcher).

If everybody begines to break them, there is disquiteness. An army full of indisciplined soldiers will know many mutineries and is condemned to defeat when it is attacked. A factory with indisciplined workers will be doomed to its failure. It is the same in our families. Children must obey thei parents and do what they are requested to do for their own interest. If they do not do so, if each of them does or behaves as he wants, life will be hard and the atmosphere unbearable in the home. As a result, children will become delinquent because no one will control them, lead then in the right way. So parents must impose on their progeniture a certain line of behaviour that must be respected by all living under the same roof. Children from "broken homes" who have no one to take care of them, behave as they want and the result of course is disastrous. They become gangsters, authors of all kinds of crimes such as armed robbery, killing etc, and all this happens because these children have received no discipline in their life.

Up to 1965 as aforesaid, discipline prevailed in each type of school. Teachers were hard-working, serious and conscious in their task. Briefly, most of the time, one could not find faults with their way of working. As for the pupils, they had to be submissive or meek if they wanted to stay in their school. For this, they had to work hard, respect their school laws i.e. to come to school in time and attend the courses mentioned in their time-table. No unjestified absence was tolerated. Besides the number of secondary schools being very limited, it was in the pupils' interest to be regular if they did not want to be dismissed. On the other hand, the rivalry which existed between different institutions i.e. public and private (catholic and protestant) did not allow a pupil to attend another school system once he was dismissed from the first one.

And to go to a similar school, one could do that only on the express recommendations of the director who had to write to his colleague explaining the reason why one changed school.

Among the numerous reasons for the dismissal of a pupil from school, it is worth mentioning bad behaviour, unsatisfactory work, truancy. Any breaking of the "law" was sternly sanctioned. The director or principal of the school was the custodian or guarantor of the school laws and has to apply them without any discrimination and in a firm way and his decision was not subject to appeal. The sterness with which the school regulation was applied aimed at keeping good discipline and high academic standard. In the past discipline in secondary schools was stern but beneficial for those who underwent it, for it taught them good habits, practices without forgetting hard work. It is all these factors which helped them to succeed in life.

It would be a shortcoming on our part to neglect the major role played by the teaching of religion for the maintenance of discipline in schools. Voltaire, during his life-time though he was not a believer, acknowledge the importance and the gift of religion when he said:

"The belief in a God remunerator of good deeds, punishing the wicked, is the most useful belief to mankind. It is the only restraint for powerful men to commit secret crimes skilfully" (1).

Missionaries instilled good manners into pupils. With the suppression of religion in schools, manners of many children were a bit relaxed. So religion was an important factor which contributed a lot to keep order in schools.

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(1) Voltaire "Histoire de Jenni".
Translated into English by the researcher).

DISCIPLINE RELAXATION

The impression one gets today in visiting secondary schools in the Congo is that "laws" have become too flexible even lenient. Thus many pupils deserving definitive dismissal, are convinced that nothing serious will happen to them if they infringe the school laws. Let us take the example of the school attendance regulation in force in the country. It says:

> Item 21:
>
> "The presence at all the courses mentioned on the time table is compulsory ....."
>
> Item 24:
>
> Frequent and injustified absences will be sactioned; the sanction can entail the definitive dismissal of the pupil concerned". (1).

If these two items afore-mentioned were strictly applied, secondary schools would partly be empty and one would never find overcrowded classes in the country. Infact many children are always absent either because they are late everyday or deliberately abandon a class or classes on the simple ground that the subject taught at a given time does not please them. Contrarily to existing regulations, students who transgress the class attendance regulation are never punished.

Another flagment example is the voluntary prolongation of the holidays by students for one week or two and even more. This fact which has become customary for the students, has reached an alarming point that it has drawn some education authorities 'attention such as the 'directeur regional de la ville de Brazzaville".

(1) Textes administratifs. come 1 Brazzaville Sept.1981 P.12.

who declared in 1981 at the re-opening of the school:

"you (Parents in Brazzaville) do not make the pupils respect the calendar of the re-opening of the schools. Your children prolong their holidays sorly, coming to school one two weeks after and this, with your paternal and maternal blessing".(1).

SIGNIFICANCE OF THE STUDY.

The researcher who has been an active teacher for several years, has heard many of his colleagues complain about the students' behaviour in secondary schools of his country. So his attention has been drawn by this important problem of indiscipline which is as afore-mentioned responsible to some extent for the descrease of standard. He wanted to learn more about this issue and see if there is no po sible means of bettering the situation prevailing in secondary isntitutions of the country.

D.R.E.B. rentree du quinquennat
rentree scolaire 1981-1982
(Translated into English by the researcher).

CHAPTER II

PURPOSE OF THE STUDY.

In the preceding section, an attempt has been made to describe the situation of discipline in Congolese secondary schools. The concern of both education authorities and general public is high in matters related to school discipline. Discipline is a big problem in schools in the Congo. It is an issue deserving very careful study and investigation. The purpose of this study is:

1°/- to investigate some of the causes of indiscipline in secondary schools according to teachers, students and parents.

2°/- to look into the effects that discipline problems have on the students' performances and their development as responsible citizens in the community.

3°/- to suggest or recommend measures that should be taken to minimize incidience of indiscipline within the educational system in the Congo.

DESIGN OF THE STUDY.

Desription of the target population.

For this problem of indiscipline in Congoloses secondary schools, all these who could do something to restore order in schools have been consulted and these people belong to various spheres of the Congolese society and include professional educators (inspectors, principals and teachers of secondary schools), parents and students.

Parents always complain about the conduct of their children not only at home but at school too and accuse the school for having failed to accomplish its mission of educating.

Professional educaters too in their turn complain about their disciples' behaviour. The "time they often say, "have changed" when referring to their own school life in the past.

Students themselves, mainly those in form 4 and onward, are not indifferent to the problem of discipline. Many of them disapprove of their class or schoolmates who disrupt order in schools.

A sample survey has been carried out and consisted of two questionnaires and one interview. Tables I and II give an idea about the population consulted.

TABLE I

STUDY SAMPLE.

Population	Number	Sample
Professional educators -(Inspectors -(Principals -(Teachers	3649	120
Parents and Community	1.500.000	100
Students	168.718	250

TABLE II

Distribution of sample according to urban and rural settlements.

Sample	Total Population	Urban	Rural
Professional educators	120	80	40
Parents	100	60	40
Students	250	150	100
Total	470	290	180

CHAPTER III

DATA COLLECTION

As indicated in the previous chapter, this study pursues three objectives: first to find out some of the causes of indiscipline in Congolese secondary schools, then to show the effects of this indiscipline and finally to suggest some remedies. For this, two questionnaires and an interview were prepared.

Questionnaires and Interviews Development.

The teachers' questionnaire included 10 questions dealing with the following facts: (Appendix 1)

- Appreciation of discipline in secondary schools.
- Date of discipline relaxation.
- Manifestation of indiscipline.
- Influence of indiscipline on the pupils' performances.
- Respobsible for this indiscipline
- Teachers' attitude in fornt of this indiscipline
- Impact of indiscipline on the Congolese society
- Some consequences.
- Remedies.

And the follwing are the 10 questions related to the students' questionnaire. (Appendix 2).

- Existence or inexistence of discipline in the school.
- Influence of the teachers' behaviour on the students.
- Students' punctuality.
- School attendance
- Courses deserted by the students
- Sanction for truancy
- Drug addition
- Disturbance of order by drug addicts.
- Indisciplined students' behaviour after leaving school.

As for the interview meant to parents it just comprises 3 of the main questions asked to peofessional educators viz:

- Appreciation of discipline in secondary schools
- Causes of indiscipline
- Remedies.

DATA COLLECTION BY QUESTIONNAIRES.

The first questionnaire of series of 10 questions(see Appendix 1)was administered to professional educators including as previously announced, inspectors, qualified secondary schools teachers, curriculum developers and whose age varies between 29th and 49 years and therefore have a great experience in the teaching job. All these persons received the questionnaires handed to them by the researcher himself or some of his colleagues who helped him in the task of distribution. Some persons replied the questions immediately, the others preferred to answer them at home and return the questionnaire the following day or later. Unfortunately all teachers did not return the questionnaire. So 80 questionnaires out of 120 were collected.

Some teachers found the questionnaire too tendecious and were reluctant too deal with a matter which, according to them had political implications.

The second questionnaire (Appendix 2) including 10 questions were designed for the pupils in form 4 in Junior secondary schools and in senior secondary schools because these children are mature enough and aware of the problems happening in their schools. As in the previous questionnaire a part of it was distributed bu the researcher in his school in Brazzaville and the other part was handed to selected teachers from other schools in town or inside the country after having briefed them on what they were requested to do. So 250 questionnaires were administered to the pupils. Table 2 gives an idea about that distribution. We are afraid again here to say that only 170 questionnaires were returned.

As for the interview that can be found in Appendix 3, it was meant to parents. In this special case, we addressed literature parents living both in urban and rural areas and whose level of instruction varies from secondary to university because they know better in education and the changes happening in secondary schools.

DATA ANALYSIS

The first part of the objective was investigated using 2 questionnaires (one for teachers and the other for the pupils) and for the second part an interview. Yet answers to a similar question in the teachers' questionnaire and in the interview have been regrouped under the same heading. But before delivering the results from the investigation, the researcher would like to warn the reader that the answers to the teachers' questionnaire were given not only by active teachers alone but also by secondary schools inspectors and curriculum developers deliberately called here "teachers" in short for those people before working in offices, taught in secondary schools not long ago.

Result from the questionnaires

Question: How do you find discipline in junior and senior secondary schools of your country?

The data collected showed that out of the 80 teachers who answered the question, one only asserted that discipline in secondary schools was pretty good. The rest i.e. .79 teachers on the contrary found it bad. On their side, 70% of the parents interviewed, said that they too were not satisfied with the discipline in those institutions.

Date of the discipline relaxation

Question: If you find that the discipline in secondary is bad since when have you noticed this discipline relaxation?

Two dates were given. 30 teachers out of 80 declared that discipline relaxation began in 1965, which corresponds to the nationalisation of schools in the country. 20 teachers advanced the date of 1970 corresponding to the creation of the "people's school" aforementioned in Chapter I. While 19 teachers situated that degradation of discipline between 1975 and 1980, 11 among them said nothing.

Manifestation of indiscipline from the teachers' point of view

Question: How does indiscipline manifest itself in secondary schools?

Information collected revealed that all the teachers who answered this question unanimously asserted that the school regulation was not at all respected. They evoked two facts:

1/- Absenteeism. Pupils choose courses, desert those which they dislike though they know that the presence at all the courses mentioned on the time-table is compulsory.

2/- Each day, hundreds and hundreds of students come late to school or miss the first courses. It is true that this fact is indirectly related to economic problem, that is, the lack of sufficient means of conveyance mainly in town but it should be noted that many schoolchildren do not make an effort to come to school in time and therefore are always absent for one period or so, thus missing a great number of lessons, which is at their disadvantage.

Moreover 40 teachers out of 80 remarked that pupils in secondary schools were shining by their impoliteness; 35 teachers accused them of disobedience and finally 5 teachers see indiscipline through acts of vandalism. There is no respect either for the school premises or material in class. The walls of the school buildings have become real blackboards, tables are scratched and bear writings of every description.

Manifestation of Indiscipline from the Students' Point of view

Question: Is there discipline or indiscipline in your school?

- Out of 170 pupils who answered the question, 40 only acknowledged that there was indiscipline in their school. The others on the contrary admitted that discipline prevailed

in their school. Their point of view is quite different from that of the teachers.

Question: Do the pupils in your school always come in time?

- The answers to this question were all negative.

Question: Do the students in your school attend all the courses?

- All the students without any exception, be they in urban or rural area, answered negatively too.

Question: What course do the students in your school often desert?

- The data collected about this question were unanimous and three subjects deserted by the pupils were mentioned especially English, Fench and physical training.

If we look at these three questions above and the answers obtained, we notice that the students are in contradiction with themselves. For these pupils discipline is a "synonym" of indiscipline. If they recognize that in their school, students come late, desert the courses they dislike, we cannot say that there is discipline in the schools. Thus we can assert that everybody, teachers, students, all consciously or unconsciously recognize the existence of indiscipline in secondary schools.

Question: Are the desserters punished?

According to the data collected, 50 pupils only and most of them from rural area admitted that they were punished when they desserted courses. In town it is seldom to punish a deserter which encourages truancy.

Furthermore 60 parents confessed that indiscipline in secondary schools is inherent in economic problems. If there were well developed economic structures in the country, there would be no overloaded classes. Many pupils would go to work. In this case there would be classes with reasonable ratios easy to control: Thus order would return in schools.

From the students' point of view

Questions: - Are there pupils in your schools who take drug?
- Do these drug addicts disturb order in your school?

The answers to these two questions were affirmative. 61 students out of 170 admitted that many among them take drugs and that these drug addicts disturb order in the school. So drug addiction is also one cause of indiscipline that must not be neglected.

Question: Has some teachers' behaviour an influence on discipline in your school?

The investigation carried out showed that pupils were divided: out of 170 pupils, 110 accused their teachers of influencing the discipline in their school whereas 60 rejected this accusion. But the point of view of the buld of these pupils is similar to that of the regional director of education in the region of Brazzaville which is developed a little further in this study.

CONSEQUENCES

1/- DIRECT CONSEQUENCES

The first consequence noted by all the teachers who returned the questionnaire are the bad results obtained by the pupils. According to these teachers, there can be no positive work in disorder. Indiscipline which prevails in

C A U S E S

The investigation carried out revealed that 30 teachers argued that too much political power has been given to the youth in schools. On the basis of this information, it seems that this youth is ruled by youngsters who have not been prepared for this task. 20 teachers out of 80 stressed that parents had neglected or abdicated their role of educating their kinds, which favours indiscipline in schools.

As it has been written, parents should know that: "discipline is one of the highly values in African society. Any society has to discipline its people. The earliest character training is done in the home and that is where the child first experiences disciplinary-actions." (1)

20 teachers stated that overcrowded classes were at the origin of indiscipline while 1) teachers declared that many teachers by their incompetence which leaves to be desired, had a great part of responsibility in what is going on in schools.

On their side 40 parents out 100 confessed that there was a conflict of generation. Children accuse their parents of being too severe towards them whereas parents find their kids too stubborn. Moreover these parents also said that indisciple in schools derived from several factors among which the incompetence or negligence of some teachers who cannot transmit their knowledge properly. Hence the lack of interest for many pupils to follow certain courses which they desert.

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[1] Early childhood education in Eastern Africa p.40 Basic Education resource centre. K.U.C.

Congolese secondary schools has a disastrous effect on the pupils' performances and all the teachers are aware of this. A quick glance at the tables hereunder shows clearly the bad results obtained in different final examinations.

O' LEVEL EXAM (1)

B E E G

YEAR	Number of candidates	Succeeded	Percentage
1978	24,703	4,836	19.60%
1979	32,665	5,485	15.60%
1980	34,327	8,170	23.80%
1981	33,667	12,048	35.99%
1982	33,058	10,679	32.30%

A' LEVEL EXAM (2)

YEAR	Series	Number of candidates	Present	Succeeded	Percentage
1980	Literary	2,394	2,365	54º	23.21%
	Scientific	4,839	4,425	1,201	27.14%
1981	Literary	3,000	2,981	608	20.40%
	Scientific	5,464	5,206	1,078	20.71%
1982	Literary	4,384	4,078	1,040	25.50%
	Scientific	7,345	6,881	766	16.65%

[1] Source: Direction des Examens et concours (D.E.C.) Brazzaville.

[2] Source: Direction des Examens et Concours (D.E.C.) Brazzaville.

It should be noted here that the number of candidates to final exams is on the increase each year but the percentage of the successful ones is very low. Teachers noticed that pupils manifest no real desire for study. Many attend school just to avoid unemployment or because they are obliged by parents of course there are other factors which contribute to the pupils' failure such as plethore rendering assessment difficult, negligence or incompetence of some teachers but most educators agree to say that indiscipline is one of the major causes of the bad results.

2/- Long term consequences from the students' point of view

Question: Have you noticed that indisciplined pupils continue to commit acts of indiscipline after leaving school?

The data collected showed that opinion was divided here. 50 students out of 170 recognised that indisciplined pupils still continue to commit acts of indiscipline even later when entering the world of work. In one school, children cited the example of one of their actual teachers who attended their school where he is teaching. As a pupil, this teacher misbehaved and he still continues to be indisciplined in his career as a teacher. 120 students on the contrary were reluctant and said thatit depends on the character of the individual. Many indisciplined pupils change their comportment when they become adults or workers.

Question: Attitude of the teachers in front of indiscipline in secondary schools.

The investigation carried out showed that different attitudes were adopted by the teachers. Out of 80 teachers, 30 declared that the situation was beyong them and they remained powerless; 24 stated that discipline problems was not their concern and therefore manifested their indifference about what was going on in schools. 18 teachers on the contrary said that they

were doing all their best to restore order in their school whereas 8 teachers stated that good teachers were leaving the teaching job for other functions.

IMPACT OF INDISCIPLINE ON THE CONGOLESE SOCIETY

Questions: - Do you think that indiscipline in secondary schools has an impact on the Congolese society?
- Could you quote some of the consequences?

Information collected showed that all the 80 teachers who answered the questions were unanimous to recognize that this indiscipline in secondary schools had an impact on the Congolese society.

On this basis, 20 teachers said that this indiscipline in schools leads to deliquency, banditism. On this point d'curriculum developer at I.N.R.A.P., the national curriculum centre wrote:

"This indiscipline leads straightaway to the great wrong that the Congolese society suffers, that is, juvenile delinquency. Children show a lack of notorious respect even in their respective families. They have become unbearable. A characterized disorder prevails in the school institutions".

36 teachers argued that this indiscipline leads to the training of bad citizens, irrespectful towards anybody. And a woman teacher answered:

"This indiscipline in secondary schools leads to the training of bad citizens. At the age of adult, these pupils will be unconscious workers, bandits. They will have no respect for the public property and that of the others, will commit all kinds of theft and create insecurity in the country".

30 teachers said that this indiscipline favours the training of bad workers or, inefficient executive.

RESPONSIBLE FOR THIS SAD SITUATION IN CONGOLESE SECONDARY SCHOOLS

Question: Who is to be blamed for this situation in secondary schools?

The data collected showed that the teachers had various judgements. 40 teachers out of 80 laid the blame on the whole society from bottom to top i.e. pupils, parents, teachers and policy makers. 20 teachers accused the state alone of being responsible for the situation prevailing in schools, 10 teachers recognized that they and the pupils had a great part of responsibility in the disorder in schools but 10 teachers were reserved on this particular question.

But it seems that teachers bear the greatest responsibility in the present situation in schools. This is the point of view of the regional director of education in the Congolese Capital region who declared in 1981 at the re-opening of schools:

"We, teachers are for 75% (we say well 75%) responsible for the horrid disorder entertained without wincing in the schools and which mades some of them look like markets in confusion". (1)

REMEDIES

Question: What measures do you advocate to restore discipline in secondary schools on the whole of our national territory?

According to the data gathered, 4 main measures were suggested:

a)- 40 teachers wished more rigous in the application of the school regulation and texts in force. Coercive methods must be utilised to re-establish authority in schools.

b)- 20 teachers advocated the amelioration of their condition. If their conditions were improved, they would devote themselves to their job, for insatisfaction of the side of the teachers leads the latter to negligence and indiscipline. So it is hoped that if the teachers' conditions were bettered, discipline would return in schools.

c)- 10 teachers wished the youth union to be ruled by teachers

d)- 10 teachers recommended a vast campaign of education at all levels. It must be undertaken by dint of mass media to families. Parents must take in hand their responsibilities.

As for parents if 30% of them recommend more rigour in schools and more professional consciousness on the part of the teachers, 70% of them insist on the development of economic structures.

CHAPTER IV

SUMMARY

In chapter I after giving a background of education in the Congo, the researcher tried to describe the situation of the discipline prevailing in Secondary schools of his country, how it was before independence and how it began to degrade.

Chapter II shows how the researcher proceeded to collect data, the different persons he addressed to get valid information about indiscipline in secondary schools. These persons know the situation very well. Though their number is very limited, what they have said remains true and cannot be denied. Besides, their point of view is not very different from that of the researcher who is also an active teacher and eye witness of what is going on in schools.

Chapter III gives the reader an idea about the different questions asked to persons mentioned in chapter II and the data collected. As it was said above, we have reported without any modification what people have freely declared in writing or orally as the cas may be.

DISCUSSION:

Parents, teachers, professional educators and pupils consciously or unconsciously acknowledge the existence of indiscipline in secondary schools. Yet a question must be asked: Why do these people not do anything to improve the situation in those institutions of their country?

We think that the indiscipline which prevails in secondary schools is the reflect of what is going on in society. We live in an indisciplined society hence indiscipline schools. Every day we witness acts of indiscipline, disorder. Laws are always broken; the family is not as unified as before, divorce has become commonplace.

Absenteeism is not only observed on the part of the pupils alone but also on the part of the teachers and other workers in the civil service who from time to time fail to go to their place of work and find some pretext to justify their absence. Each te cher should know his importance in the school. "The tea her assumes various roles: as a parent surrogate for many pupils especially in the lover grades; as a socializer and disciplinarian on some occasion; as a human being with personal problems and aspirations." (1)

Parents are quite aware of what their children are doing in schools and what is surprising is their guilty attitude.

CONCLUSION AND RECOMMENDATIONS

There is a real discipline crisis in Congolese secondary schools, and this lack of discipline has serious consequences for the country and they will aggravate in the near future if appropriate measures are not taken to improve the situation. The betterment of this situation must not be the matter of a sole man. It requires a conjugated effort of everybody in the society.

Authorities should take into account all the suggestions made by the teachers. The contribution of these latter is necessary to re-establish order in secondary schools. But these teachers in their turn, should be more conscious and perform their duty as it should be before asking for material advantages.

Parents, instead of criticising the school, must collaborate with the teachers and administration of the school to find proper means and ways to keep up order in schools. Joint effort teachers-parents can have a better chance to succeed in improving discipline in schools for:

"In developing attitudes which are correct towards discipline, the home and the school ought to come to some understanding through co-operation. The teacher's or parents' association would be a proper vehicle to use in trying to find out means and ways of disciplining children. Children have been known to be double dealers in this level. One finds child X who behaves in totally different way at home and at school. Co-operation between parents and the school would play a useful role in reducing or eliminating such anomalies".(2)

Coercive measures, though criticised by many psychologists such as Herbert Koll who "was troubled that schools were so fraught with power and discipline, that they were so authoritarian (3) must be taken. One must decant the schools which have lost their vocation to educate and which have become actual reserves for potential unemployed by dismissing all the pupils who have exceeded the school age and whose performance is poor.

One mutst also reduce the class ratio by cutting down the number of pupils to 40 or 45 instead of having classes with 80 or 100 auditors impossible to control.

Regarding the recruitment of the pupils, one should be more rigours and put an end to complaisance. Students dismissed on account of misbehaviour must find no room in ary school.

A solution to the situation of the pupils dismissed from the schools is to find instead of keeping them over and over again in different institutions of the country. Special schools where they must learn a job for their entrance in the world of work must be created. All these measures of course, imply the questioning of the social and economic structures...../...

The conditions of the teachers must be bettered and the authorities of the country concerned should pay attention to their claims and not turn a deaf ear to what teachers want.

Drug addiction is gaining ground in many schools. The belief in its virtue and power saying that drug gives strength and increases the memory capabilieties, favours its spreading. It is high time to begin to deter the pupils to take it. Education on this matter must be undertaken and one must let the pupils know that contrary to all that they believe, drug mucks up their brain cells and thus destroys their health. Everybody must know that "hard drug use is often associated with crime..... once a drug habit has been established, there may be an increased pressure to commit crime." (3).

(I) Educational psychology (second edition) by H.L.Cage and David C. Berliner P. 601

(2) Educational psychology. The instructional endeavor by C.M. Charles P. 51 (second edition).

(3) The psychology of adolescence 3 rd edition by Arthur T. Jersild, Judith S. Brook, David W. Brook P. 342.

APPENDIX I

Questionnaire destine aux Enseignants/

Age:

Sexe

Profession:

Residence: .....(precisize:
Ville ou campagne)

1. Comment trouvez-vous la discipline dans les CEGT et Lycees de notre pays?

   Bonne ?
   Assez bonne ?
   Mauvaise ?

2. Si la discipline est mauvaise, depuis quand avez-vous remarkeque le relachement?
3. Comment se manifeste cette indiscipline?
4. Pourriez-vous en dire les causes?

5. Si vous trouvez qu'il ya de l'indiscipline dans nos ecoles se condaires, qui doit-on blamer pour cet etat de choses?
6. Cette indiscipline influe-t-elle sur le travail scolaire?
7. Quelle est l'attitude des enseignants devant cette indiscipline dans les establissements?
8. Quelle mesure preconisez-vous pour reinstaurer la discipline dans les CEGP et Lycees sur l'ensemble du territoire national

9. Croyez-vous que l'indiscipline dans les etablissements susmentionnes ait un impact sur la societe congolaise?

10. Pourriez-vous indiquer certaines de ces consequences?

APPENDIX 2

Quesionnaire destine aux eleves

Age:

Sexe:

Classe:

Residence: .....(precisez: Ville ou campagne)

1. Dans votrre etablissement y a-t-il:
   de la discipline? qui/non
   de l'indiscipine? qui/non
2. Les eleves de votre etablissement viennent-ils toujours a l'heure? quie/non.
3. Assistent-ils regulierement a tous les cours? qui/non
4. Quels course desertent-ils?
5. Est-il permis aux elaves de vctre etablissement de deserter certains cours? qui/non.
6. Les elaves qui desertent les course sont-ils punis? qui/non.
7. Le comportement de certains professeurs a-t-il de l' influence sur la discipline de votre etablissement? Qui/Non.
8. Y a-t-il dans votre etablissement des eleves qui fument du chanvre? Qui/Non.
9. Croyez-vous que ces eleves qui fument du chanvre creent de l'indiscipline dans l'etablissement? Qui/Non.
10. Aves-vous remarque que certains eleves qui ont ete indiscipline apres leurs etudes?

APPENDIX 3

1. Etes-vous satisfait de la discipline qui prevaut dans nos etablissements secondaires? (CEG et Lycees).

2. Quelles sont selon vous les causes de l'indiscipline dans les etablissements d'enseignement secondaire.

3. Comment peut-on retablir la discipline dans les etablissements.

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